

Lesson Plan

Grade 2 Unit 4 Our animal masks	
Aims • Listen to simple instructions and follow them to make a face mask • Talk about the mask they have made • Act out a simple introduction scene wearing their masks	
Syllabus fit This is the fast lesson of Unit 4. It consolidates describing body parts in previous lessons with a [CRAFT ACTIVITY]: Students will follow simple instructions to create a simple face mask, decorating it with images of things that they like and then use it to act out simple introduction scene wearing their masks	
Differentiation	
Support	Stretch
The model mask that the teacher shows makes it clear what is expected. The language expectations are mostly receptive. The productive aims use language learnt in the Unit.	More confident students will have the opportunity to say more when they describe their mask to a partner. Encourage confident students to say more when they act out the introductions.
Teaching & Learning Materials	
BBC TPR chant: <i>Head, shoulders, knees and toes</i> https://www.bbc.co.uk/teach/school-radio/articles/zd9f6v4 (used in Week 1) CRAFT ACTIVITY See instructions 	
This Youtube video shows the process / how to make the masks. Teachers should bring <u>a finished mask</u> , decorated with drawings that show what s/he likes (e.g. food and bugs from Units 2 and 3) Students will need - paper plates - a pencil - crayons/felt tips - some string or ribbon - a stapler to attach the string * tape could be used as an alternative to a stapler	

Procedure

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Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 5 minutes	<u>Warmer</u>: Play the chant and do the actions or sing it and do the actions. Ask children to stand up and copy you doing the TPR actions. Ask children to join into the chant and do the TPR actions. Teacher to students
2. 8 minutes	Show the students a model mask you have made, put it on so they understand what it is. Walk around the class and show the drawings on it, showing and explaining the images, e.g. <i>'This is an ice cream -I like ice cream. What else do I like? (pizza - butterflies - flowers etc)</i> Ask children if they want to make a mask. Give out the materials (one plate each but the other materials can be shared between 2 or 3 students) Teaching tip: you could cut the paper plates into a simple mask shape with holes for the eyes, this will save cutting time in the classroom. The students only have to decorate it and attach the string. Teacher to students
3. 15 minutes	Demonstrate how to make the mask, step-by-step, showing what you are doing (holding it up) asking students to show what they have done at each step (holding up the mask). <u>Use these instructions</u>: <i>Say: Pick up your white mask*</i> Take a blank mask and hold it up <i>What do you like? Do you like blue? Colour it blue!</i> Give children time to colour the mask shape with crayons, ask them to hold it up when it's coloured (to check everyone is ready for the next step) Colour your 'model' mask <i>Ask: Do you like flowers? Draw flowers!</i> <i>Ask: Do you like ice cream? Draw ice cream!</i> etc Give children time to draw on their mask with felt-tips or a pencil. Model the activity, drawing on your mask. <i>Say: Pick up the string and take some tape.</i>

	Show the students how to attach two pieces of string to the left and right side of the mask, using sticky tape. Students show their mask to a partner, teacher checks everyone has a mask + string, helping students finish as necessary <i>*this assumes the paper plates have already been cut into a mask shape</i> Teacher to students
4. 7 minutes	Model a simple greeting [ROLE PLAY] with a confident student (both teacher and student wear their masks) <i>Hello, what's your name?</i> <i>.....(name)</i> <i>Pleased to meet you!</i> [CHORAL DRILL] <i>the phrase if necessary</i> Set up pairs to act out the same ROLE PLAY, wearing their masks.
Assessment for learning activity¹ 5 minutes	
Teacher walks around the classroom and children act out their introductions.	
Potential homework Students write a simple phrase about their mask, on the back of it.	
Reflection on the lesson	
What worked well:	What would you do differently?

¹ <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>